**K-5 ELA Lesson Plan**

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| **Teacher:** | | | **Grade: 4th** | | | | | **Date(s)**: Days 1-5 | |
| **Unit Title**: Unit 1: Establishing a Community of Good Readers and Writers (RL) | | | | | **Corresponding Unit Task:** (Task 1)Students will demonstrate understanding of character traits from a narrative. | | | | |
| **Essential Question(s):**   * How does literature help readers make sense of their own lives? * How do readers infer character traits based on their thoughts, actions, and dialogue? * How does using strategies help me as a reader? * Why do authors use descriptive language to develop a character? * How do we engage in collaborative discussion? | | | | | | | | | |
| **Materials/Resources** | | | | | | **Essential Vocabulary** | | | |
| **Teacher/Student:**   * Scott Foresman, *What Jo Did, pg. 146* * Poster paper * Copies of graphic organizer and t-chart * ["What Jo Did" Slideshow](http://www.slideshare.net/monicaalmaguer/what-jo-did) * [What Do Did - Trifold Questions](http://www.mrsmhoward.com/files/What%20Jo%20Did%20Trifold.pdf) * [Character Considerations - Character Map](http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf) | | | | | | * Character * Character traits * Collaborative discussion * Audience * Setting * Inference * Draw conclusions | | | |
| **Engaging Scenario:** You are in the computer lab with your classmates. Your teacher gives you an assignment to complete using the keyboard. You feel nervous and helpless because you don’t know how to use the keys. How would you react? Would you be honest and ask the teacher for help, or pretend that you know what you’re doing? | | | | | | **Story Vocabulary** (Selective Tier 2+ words):  Unbelievable, bundled, swatted, fouled, jersey, marveled, speechless, embarrassment. | | | |
| **Learning Experience(s)** | | | | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | | **Reading**  **Standards:**  **RL.4.10** - By the end of the year, read and comprehend literature including stories, dramas, and poetry in the grade 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.  **RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  **I Can Statement(s):**  - Using details from the story, I can identify various character traits and emotions.  **-** I can listen to a story, and identify and discuss character traits.  **Instructional Plan:**   * Begin modeling as you read the story and show examples of character traits as we go along. Discuss and allow student input. | | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | | **Writing**  **Standards:**  **W.4.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.  **I Can Statement(s):** I can write a narrative using complete sentences about appreciating one another’s strengths and differences.  **Instructional Plan:**   * Independent Assessment: Discuss how we should appreciate the talents of others. Sometimes our first reaction to someone doing something well is to be jealous of that person or to try to “outdo” the other person instead of appreciating them. Talk about how we are all good at different things and we can appreciate others for their talents. | | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | | **Word Study**  **Standards:**  **L.4.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.   **I Can Statement(s):** I can use context clues to define unknown words.  **Instructional Plan:**   * Use slideshare website slideshow to introduce vocabulary and have students practice defining in context. They will then participate in a cloze procedure to practice correctly using the new words. * Prefix and Suffix introduction for un- and –able. | | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | | **Speaking & Listening**  **Standards:**  **SL.4.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussion prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   **I Can Statement(s):** I can effectively participate by listening to others and expressing my own ideas about the text.  **Instructional Plan:**   * Cooperative Learning: pair students, small groups, pair/share, etc. give each group a character in the story to fill out a character map. * Using learned vocabulary and characteristics to create word cloud. | | | | | | | |
| **Closing/Summarizing Strategy** | | * Ticket out the door: tell characteristic of a character in the story, “What Jo Did.” * Have students create t-chart of negative and positive characteristics. | | | | | | | |
| **Differentiation Strategies** | | | | | | | | | |
| **Extension** | | | **Intervention** | | | | | **Language Development** | |
| * Give more challenging stories to identify characteristics. * Take the same story that we are working on and create a game about identifying characteristics. * Create your own character with negative and positive characteristics. | | | * Add tier 1 words for ESL/EC students: rim, hoop * Guided (if needed): Assist students who need extra help with writing assessment. * Read with a heterogeneous (hi-lo) partner if needed. | | | | | * Add tier 1 words for ESL/EC students: rim, hoop * Guided (if needed): Assist students who need extra help with writing assessment. * Read with a heterogeneous (hi-lo) partner if needed. | |
| **Assessment(s) & Reflection** | | | | | | | | | |
| **Assessment(s):**  -Pre-assessment,  -Post-assessment, Midnight Heroine  - Writing baseline assessment | | | | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | | | | |
| **Teacher Notes:**   * Keep ongoing portfolio’s for student work. | | | | | | | | | |
| **Day 1:**  **APK:** Discuss expectations and big ideas. What is prior knowledge and why is it important?  **Teacher directed:** TTW go over the directions to complete assessments.  **Guided practice:**  N/a  **Independent/ Assessments:**  -Reading and writing baseline/pre-assessment administration to students. | **Day 2:**  **APK:** Give students a scenario in which they need to figure out what emotions you are displaying and respond with how they know. What does it look like? Why do people react that way? What does that say about how someone is feeling?  **Teacher directed:** TTW introduce character traits and emotions. Discuss how you can learn about someone’s ‘character’ through their actions, emotions, and words. Give a few examples and **model.**  **Guided:** Students will work in small groups to sort positive and negative traits. They will then share with the class and discuss.  **Independent:** From their sort, students will create a t-chart to display the negative and positive emotions. If time permits, they may sketch a picture of what those emotions look like.  -Discuss character traits and emotions.  -Act out or give examples various traits and emotions (charades) with classmates.  - Sort traits into negative or positive and create t-chart | | | **Day 3:**  **APK:** Have students choose a character that they are familiar with and create a poster in which they cut out a circle for their face to fit into. Around the poster, write an adjective(s) to describe that character. The student will then put their face in the cut out and make that expression.  **Teacher directed:** TTW read the engaging scenario. TTW review vocabulary that will be in the story. Students will see a slideshow of the vocabulary.  **Guided:** Students will participate in a cloze procedure in the slideshow as a group.  **Independent:** Students will identify character traits they have found so far in the story.  **-**Engaging Scenario  -Vocabulary Intro and context clue activity slideshow - Begin “What Jo Did” (Model)  - Ticket out the door: Identify a character trait from the story. | | | **Day 4:**  **APK:** Discuss what good readers look like. What do they do and why do they do it?  **Teacher directed:** Continue reading aloud the story and model found character traits about the main and supporting characters in the story.  **Guided:** Choose a character from the story and create a graphic organizer listing their character traits and what that says about that character.  **Independent:** Students will continue working on their graphic organizers.  - Continue reading the story, allow students to create a character web (graphic organizer)  -Use tri-fold attachment as assessment tool (for story) | | **Day 5:**  **APK:** Review character traits and what they say about a person’s character.  **Teacher directed:**  **Guided**: n/a  **Independent:** Assessments:  - Administer writing assessment  - Administer post-assessment for reading |

*Note: This template does not reflect the lesson plans for Guided Reading.*